

**2012-2013 Kentucky Core Academic Standards
Suggested Standards Map for English/Language Arts**

Kindergarten ★ = NEW Standard Introduced ✓ = Continue (as needed) M = Mastery for Grade Level

STANDARD	Weeks 1-6	Weeks 7-12	Weeks 13- 18	Weeks 19-24	Weeks 25-30	Weeks 31-36
Standards for Reading Foundational Skills						
Print Concepts						
RF.K.1: Demonstrate understanding of the organization and basic features of print.						
a. Follow words from left to right, top to bottom and page by page.	★	✓	✓	✓	✓	M
b. Recognize that spoken words are represented in written language by specific sequences of letters.	★	✓	✓	✓	✓	M
c. Understand that words are separated by spaces in print.	★	✓	✓	✓	✓	M
d. Recognize and name all upper- and lowercase letters of the alphabet.	★	✓	✓	✓	✓	M
Phonological Awareness						
RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).						
a. Recognize and produce rhyming words.	★	✓	✓	✓	✓	M
b. Count, pronounce, blend, and segment syllables in spoken words.	---	★	✓	✓	✓	M
c. Blend and segment onsets and rimes of single-syllable spoken words.	---	★	✓	✓	✓	M
d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	---	---	★	✓	✓	M
e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	---	---	---	★	✓	M
Phonics and Word Recognition						
RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words.						
a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or any of the most frequent sounds for each consonant.	---	★	✓	✓	✓	M
b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	---	---	---	★	✓	M
c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).	---	★	✓	✓	✓	M
d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	---	---	★	✓	✓	M
Fluency						
RF.K.4: Read emergent-reader texts with purpose and understanding.	---	★	✓	✓	✓	M
Reading – Literature Standards						
Key Ideas and Details						
RL.K.1: With prompting and support, ask and answer questions about key details in a text.	★	✓	✓	✓	✓	M
RL.K.2: With prompting and support, retell familiar stories, including key details.	★	✓	✓	✓	✓	M
RL.K.3: With prompting and support, identify characters, settings, and major events in a story.	★	✓	✓	✓	✓	M
Craft and Structure						
RL.K.4: Ask and answer questions about unknown words in a text.	★	✓	✓	✓	✓	M
RL.K.5: Recognize common types of texts (e.g., storybooks, poems).	---	---	★	✓	✓	M
RL.K.6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	★	✓	✓	✓	✓	M
Integration of Knowledge and Ideas						
RL.K.7: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	★	✓	✓	✓	✓	M
RL.K.8: (Not applicable to literature)	n/a	n/a	n/a	n/a	n/a	n/a
RL.K.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	---	---	---	★	✓	M
Range of Reading and Level of Text Complexity						
RL.K.10: Actively engage in group reading activities with purpose and understanding.	★	✓	✓	✓	✓	M

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Writing Standards <i>*Also see the Suggested Writing Portfolio Content Grade by Grade document</i>						
Text Types and Purposes						
W.K.1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is</i> _____).	BUILDING	---	---	★ opinion	√	√M
W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	THE WRITING	---	★ informative/ explanatory	√	√	√ M informative/ explanatory
W.K.3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	COMMUNITY	★ narrative	√	√	√ narrative	√M
Production and Distribution of Writing						
W.K.4: (Begins in grade 3)	n/a	n/a	n/a	n/a	n/a	n/a
W.K.5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	★	√	√	√	√	M
W.K.6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	★	√	√	√	√	M
Research to Build and Present Knowledge						
W.K.7: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	★	√	√	√	√	M
W.K.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	★	√	√	√	√	M
W.K.9: (Begins in grade 4)	n/a	n/a	n/a	n/a	n/a	n/a
Range of Writing						
W.K.10: (Begins in grade 3)	n/a	n/a	n/a	n/a	n/a	n/a
Reading – Informational Standards						
Key Ideas and Details						
RI.K.1: With prompting and support, ask and answer questions about key details in a text.	★	√	√	√	√	M
RI.K.2: With prompting and support, identify the main topic and retell key details of a text.	★	√	√	√	√	M
RI.K.3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	---	---	★	√	√	M
Craft and Structure						
RI.K.4: With prompting and support, ask and answer questions about unknown words in a text.	★	√	√	√	√	M
RI.K.5: Identify the front cover, back cover, and title page of a book.	★	√	√	√	√	M
RI.K.6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	★	√	√	√	√	M
Integration of Knowledge and Ideas						
RI.K.7: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	★	√	√	√	√	M
RI.K.8: With prompting and support, identify the reasons an author gives to support points in a text.	---	---	---	★	√	M
RI.K.9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	---	---	★	√	√	M
Range of Reading and Level of Text Complexity						
RI.K.10: Actively engage in group reading activities with purpose and understanding.	★	√	√	√	√	M

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Language Standards						
Conventions of Standard English						
L.K.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.						
a. Print many upper-and lowercase letters.	★	✓	✓	✓	✓	M
b. Use frequently occurring nouns and verbs.	---	★	✓	✓	✓	M
c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).	---	---	★	✓	✓	M
d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).	---	---	★	✓	✓	M
e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).	---	★	✓	✓	✓	M
f. Produce and expand complete sentences in shared language activities.	★	✓	✓	✓	✓	M
L.K.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.						
a. Capitalize the first word in a sentence and the pronoun <i>I</i> .	★	✓	✓	✓	✓	M
b. Recognize and name end punctuation.	★	✓	✓	✓	✓	M
c. Write a letter or letters for most consonant and short vowel sounds (phonemes).	---	★	✓	✓	✓	M
d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	---	★	✓	✓	✓	M
Knowledge of Language						
L.K.3: (Begins in grade 2)	n/a	n/a	n/a	n/a	n/a	n/a
Vocabulary Acquisition and Use						
L.K.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.						
a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb <i>to duck</i>).	---	---	★	✓	✓	M
b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	---	---	---	---	★	M
L.K.5: With guidance and support from adults, explore word relationships and nuances in word meanings.						
a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	★	✓	✓	✓	✓	M
b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	---	★	✓	✓	✓	M
c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).	★	✓	✓	✓	✓	M
d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	---	---	---	---	★	M
L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	★	✓	✓	✓	✓	M
Speaking and Listening Standards						
Comprehension and Collaboration						
SL.K.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.						
a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	★	✓	✓	✓	✓	M
b. Continue a conversation through multiple exchanges.	---	★	✓	✓	✓	M
SL.K.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	★	✓	✓	✓	✓	M
SL.K.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	★	✓	✓	✓	✓	M
Presentation of Knowledge and Ideas						
SL.K.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	---	★	✓	✓	✓	M
SL.K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail.	★	✓	✓	✓	✓	M
SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.	★	✓	✓	✓	✓	M